



Snakes and Ladders Media to Improve Social Studies Learning Outcomes of Fifth Grade Elementary School Students

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ARTICLE INFO

Article history:

Received January 10, 2024

Accepted April 12, 2024

Available online May 25, 2024

Kata Kunci:

Media Ular Tangga, Hasil Belajar, IPS

Keywords:

Snakes and Ladders Media, Learning Outcomes, Social Studies

DOI:

<https://doi.org/10.23887/jet.v8i2.75419>

ABSTRAK

Kurang optimalnya penggunaan sumber belajar mengajar berbentuk media pembelajaran dapat memengaruhi terhadap kegiatan pembelajaran di sekolah terkhusus pada mata pelajaran IPS. Tujuan dilakukannya penelitian ini yaitu untuk menghasilkan media ular tangga pada mata pelajaran IPS materi bagaimana bentuk Indonesiaku kelas V sekolah dasar. Pada penelitian ini menggunakan jenis penelitian *Research and Development* dengan model penelitian dan pengembangan *Borg and Gall*. Ada dua metode pengumpulan yaitu teknik tes menggunakan *pretest* dan *posttest*, serta teknik *non tes* dilakukan dengan *observasi*, wawancara, data dokumen, dan kuisisioner atau angket. Instrumen pengumpulan data dalam penelitian berupa instrumen kuisisioner berbentuk *rating scale* yang telah melalui pengujian dari ahli media, ahli materi, praktisi, dan juga siswa. Ada dua teknik analisis data dalam penelitian ini yaitu analisis deskriptif kuantitatif dan analisis deskriptif kualitatif. Dalam penelitian ini melalui proses analisis data menggunakan aplikasi SPSS 26 yang meliputi beberapa uji yaitu, uji normalitas, uji homogenitas, uji t, dan uji N-Gain. Hasil penelitian yaitu media ular tangga pada pembelajaran IPS materi bagaimana bentuk Indonesiaku valid dan memperoleh kualifikasi sangat baik, serta hasil belajar *pretest* dan *posttest* pada uji coba media menunjukkan perbedaan signifikan dan peningkatan rata-rata dari hasil belajar siswa.

ABSTRACT

Less than optimal use of teaching and learning resources in the form of learning media can affect learning activities in schools, especially in social studies subjects. The purpose of this research is to produce snakes and ladders media on social studies subject material how the shape of my Indonesia grade V elementary school. This study uses the type of *Research and Development* research with *Borg and Gall* research and development model. There are two collection methods, namely test techniques using *pretest* and *post-test*, and *non-test* techniques carried out by *observation*, interviews, document data, and questionnaires or questionnaires. The data collection instrument in this research is a questionnaire instrument in the form of a *rating scale* that has been tested by media experts, material experts, practitioners, and students. There are two data analysis techniques in this study, namely quantitative descriptive analysis and qualitative descriptive analysis. This study through the data analysis process using the SPSS 26 application which includes several tests, namely, normality test, homogeneity test, t-test, and N-Gain test. The results of the study are snakes and ladders media on social studies learning material how the shape of my Indonesia is valid and obtained very good qualifications, as well as *pretest* and *post-test* learning outcomes on media trials, show significant differences and an average increase in student learning outcomes.

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1. INTRODUCTION

Education is a process to shape human beings into a whole that includes several mastery such as mastery of knowledge, mastery of attitudes, and mastery of skills. Education is a very important asset in human life. Education is one of the sectors that has a strategic role in the development of a country. Through education, humans can open their minds and broaden their horizons so that they become better individuals (Lampropoulos et al., 2019; Neparin & Binti Saad, 2017). Education is an effort of formation, intelligence, coaching, direction, and training directed at students formally, formally, and non-formally. Education is an effort made to create a learning atmosphere whose purpose is that students can be active in developing their potential so that they get religious spiritual strength, intelligence, personality, self-control, noble character, wisdom, and skills needed by themselves and society (Fitriani, 2014; Nurhayati & Imron Rosadi, 2022). Through education, it is hoped that students can develop their potential to give birth to the nature of faith and fear of God Almighty, independent, knowledgeable, creative, capable, healthy, noble, and can give birth to Indonesian citizens who have a democratic nature and have responsibility. To create quality education, it must create quality learning as well. The quality of education can certainly be improved through an effective learning process (Umihani et al., 2023; Zumrotun & Attalina, 2020).

Education can make a person achieve success in life. For this to be fulfilled, the objectives of education must be achieved effectively. In learning, if the learning objectives are achieved, student learning outcomes will also be maximized. One of the success factors to achieve learning objectives is the need for quality learning. Therefore, the world of teaching and learning is very important to be observed and paid attention to (Khoiriyah, 2021; Sari, 2017). This is because achieving quality learning certainly requires various efforts to make it happen. The efforts made are related to the various components involved in the learning process, one of which is by utilizing learning media. To direct students to make it easier to increase their motivation to learn, teachers can use learning media so that the learning process is more meaningful (Pradiani et al., 2023; Suyatna, 2020). The use of learning media will create learning with a pleasant atmosphere so that it will foster the spirit of learning in students. Learning media is a very important thing to use in a lesson. The presence or absence of learning media can determine the level of student boredom during learning activities (Dam et al., 2019; S. Lestari, 2022). Learning media that is commensurate with the characteristics of students and according to the material discussed will increase the effectiveness of the learning approach. Learning media is very influential in improving student learning outcomes at school. This is because learning media plays a role in accommodating teachers, namely as the delivery of messages from an abstract nature then becomes more concrete so that the material will be understood by students (Putra et al., 2021; Sekarwangi et al., 2021).

However, based on the results of observations made in class V SDN 3 Sambongwangan, researchers found several problems that occurred in the learning process. These problems include learning in the classroom running less than optimal. This is because in learning activities the only source of learning is the teacher or it can be said that learning is still centered on educators. In addition, students are also less enthusiastic about participating in learning. In social studies subjects in grade V SDN 3 Sambongwangan, the learning media commonly used by teachers is a globe. However, the use of globe media is also not optimal because students are less interested in learning. The level of student boredom in the classroom is in the high category. This is evidenced when the teacher explains the material in class many students pay less attention and some students are also less involved in learning activities. This certainly has an impact on student learning outcomes that are less than optimal because they have not reached the minimum completeness criteria (KKM) in social studies subjects.

Students' learning outcomes are less than optimal because they have not reached the minimum completeness criteria (KKM) in social studies subjects as evidenced by data on student learning outcomes. Based on data on the learning outcomes of grade V students of SDN 3 Sambongwangan, it can be concluded that student learning outcomes in social studies content are still low. KKM (Minimum Completeness Criteria) in the content of social studies learning class V SDN 3 Sambongwangan is 70. In class V, all students are 16. The percentage of students who get scores above KKM or complete is 12.5% or 2 students, while for students who get scores below KKM or incomplete is 87.5% or 14 students.

With the discovery of several learning problems that exist as described, researchers want to develop snakes and ladders media on the material How Shape My Indonesia social studies subjects grade V SDN 3 Sambongwangan. The reason researchers want to develop the media is that with snakes and ladders media used in learning, it will make students more active. The learning process that was initially only centered on the teacher then by using snakes and ladders media will make learning centered on students. This is also explained by previous study who states that the problem that usually occurs in education in Indonesia lies in the implementation of teacher-oriented learning activities that have an impact on students becoming less independent in problem solving, making students less creative (Nursarofah, 2022). In addition, teachers who teach and learn only convey theory without using learning media cause the meaning of the material that has been delivered to be less accepted by students. In learning with snakes and ladders media, students can feel learning and playing (Setiani & Handayani, 2022; Tri Arumsari et al., 2023). Students are also required to be able to master the material in a pleasant atmosphere so that it will foster student interest in learning.

Research that is relevant to the existence of these problems, the results showed that the snakes and ladders media developed to improve the learning outcomes of grade IV students in elementary school social studies learning were declared feasible to use. This is evidenced by the results of validation by material experts, media experts, teacher responses, and also student responses (Tri Arumsari et al., 2023). Based on the exposure of the problems that have been studied, namely learning runs less optimally due to learning still centered on educators and the lack of media used, as well as supported by expert opinion and strengthened in the results of previous research, this research was conducted to create fun learning (Hikmah et al., 2022).

Learning using snakes and ladders media, students will be more active in learning and it is expected that student learning outcomes will increase. Usually in learning social studies teachers predominantly use the lecture method to explain the material because social studies is a subject content that uses the concept of memorization so it requires a special way to create a pleasant learning atmosphere and not boring. The purpose of this research is to develop snakes and ladders learning media, test the feasibility of the snakes and ladders media made, and test the effectiveness of the snakes and ladders media that has been developed. The novelty of this study provide media

can make it easier for students to understand the content of the material provided differently so that this will make the learning objectives can be conveyed optimally.

2. METHOD

Researchers conducted the research using the Research and Development (R&D) method (Sugiyono, 2019). The research was conducted at SDN 3 Sambongwangan, Blora Regency. The subjects of this research included: 1) 16 fifth grade students of SDN 3 Sambongwangan, 2) fifth grade teacher of SDN 3 Sambongwangan, 3) an expert team, and 4) researchers. The model used in this research refers to the Borg and Gall model. There are 10 steps of the development sequence in the Borg And Gall model, namely: 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product trial, 7) product revision, 8) usage trial, 9) product revision, 10) final production. The data collection technique used in this study is a combination technique in the form of test techniques and non-test techniques. The test technique, namely, pretest and posttest using multiple choice questions, and non-test techniques in the form of observation, interviews, distributing questionnaires or questionnaires, and documentation. Data analysis techniques are carried out when the data collection stage has been completed.

To collect data regarding the feasibility of the snakes and ladders media product developed, researchers used a research instrument in the form of a questionnaire, to analyze the effectiveness of snakes and ladders media using several tests, namely normality test, N-Gain test, T-Test test from pretest and posttest results. There are four types of questionnaires used in this study, namely, media expert validation questionnaires, material expert validation, student responses, and teacher responses. The questionnaire was first made into a questionnaire grid to facilitate the preparation. The questionnaire grids in this study used to test the feasibility of snake ladder media from media experts, material experts, students, and teachers are described in Table 1, Table 2, Table 3, and Table 4.

Table 1. Material Expert Instrument Grid Table

No	Indicator	Sub Indicators	Item
1	Curriculum Aspects	Compliance with learning outcomes	1
		Compliance with learning objectives	2
		Suitability to the topic taught	3
2	Material Aspects	The orderly presentation of the material	4
		Clarity of material	5
		Completeness of material	6
		The material presented encourages literacy	7
3	Language Aspect	Clarity of sentences	8
		Clarity of vocabulary	9
		Language suitability with student characteristics	1
		Suitability of questions with learning objectives	1
		The presentation of questions is easy to	1
		Purpose of question presentation	1
		Clarity of learning assessment	1

Table 2. Media Expert Instrument Lattice Table

No	Indicator	Sub Indicators	Item
1	Display Design	Attractive shape	1
		Attractive display	2
		Clear display of images and numbers	3
		Attractive color selection	4
		Proportional size	5
2	Media Quality	Media can be used long term	6
		Practical and easy to maintain	7
		Media is accompanied by instructions for use	8
		Media with materials and question cards	9
		Clarity of language use	10
3	Compatibility Development	Appropriateness to the developmental level	11
		Fulfillment of the concept of learning through	12
		Fulfillment of student engagement	13

Table 3. Student Response Instrument Grid Table

No	Indicator	Sub Indicators	Item
1	Learning	Learning Implementation	1, 2
2	Learning Media	Media display	3
3	Material suitability	Compliance with learning objectives	4
4	Media benefits	The role of snakes and ladders media in learning	5, 6, 7, 8, 9, 10, 11

Table 4. Teacher Response Instrument Grid Table

No	Indicator	Sub Indicators	Item
1	Learning Media	Attractive media display	1
		Media display increases learning motivation	2
		Easy to operate media	3
2	Material Suitability	Suitability of material with learning objectives	4
		The material is organized systematically	5
		Presentation of questions improves the ability critical thinking	6
3	Media Benefits	The role of snakes and ladders media in	7, 8, 9, 10, 11

3. RESULT AND DISCUSSION

Result

The research conducted has the aim of developing and producing snakes and ladders media material on how my Indonesiaku forms in grade V elementary school. This development research will present the results which include (1) the design of snakes and ladders media development, (2) the feasibility of snakes and ladders media developed, and (3) the effectiveness of snakes and ladders media developed on the learning outcomes of fifth grade students of SD Negeri 3 Sambongwangan. Several steps must be taken in developing snakes and ladders media products.

The first step is for researchers to conduct a needs analysis by interviewing teachers and distributing questionnaires about teacher and student needs. This interview was conducted to capture and understand the problems faced by teachers and students in the social studies learning process. After conducting interviews with teachers, researchers found the exact problem in social studies learning in class V, namely the low student learning outcomes. This is due to the limited learning media used in social studies learning content so student learning motivation is low. Furthermore, researchers distributed student needs questionnaires and also teacher needs questionnaires containing questions about the development of learning media needed by students and teachers. Based on the data from the needs questionnaire that has been distributed, it can be concluded that students and teachers need new learning media to make learning more interesting so that learning can be student-centered and students are actively involved in fun learning and ultimately student learning outcomes will increase. Snakes and ladders media is a suitable media to be developed because later students can learn while playing so that student learning outcomes in social studies material on how the shape of my Indonesia will increase.

The second step is to do product design. This research produces learning media products, namely social studies snakes and ladders media for learning material on how to shape my Indonesia. The product design developed is based on the researcher's design and the components in the media are arranged completely and as perfectly as possible. The results of the products developed by researchers are in the form of snake and ladders designs that display map images and are affixed to a foldable board whose purpose is to facilitate storage. The snakes and ladders media is also equipped with dice, pawns, question cards, material cards, and instructions for use. If needed, the product can be modified, expanded, or narrowed again based on the results of validation by experts and the results of field trials that have been carried out. The next action is to make a prototype and carry out field trials, namely testing the products that have been developed in the field. In the implementation of some tests, researchers ask experts to assess, correct, and provide suggestions to make the product better and see whether the product is feasible or not to continue.

The third step is product revision. After the field trial is conducted, researchers can make improvements to the products developed according to the direction of the expert validators, such as improving snakes and ladders media and modifying media materials to make them more attractive and can be used in the long term. After the product has been revised, the snakes and ladders media is ready to be implemented to ensure the feasibility and success of the product. The following is a sample image of the social studies snakes and ladders media developed as show in [Figure 1](#).

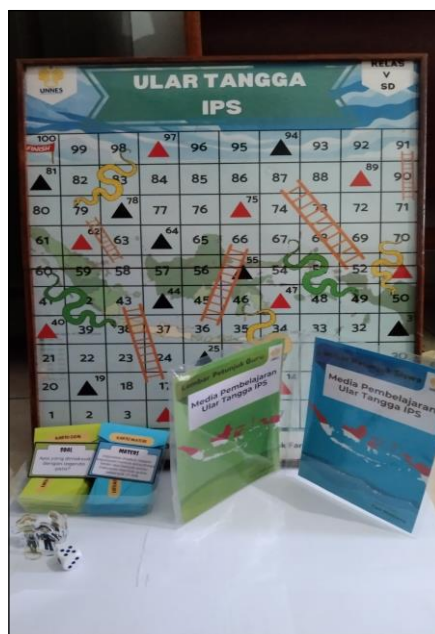


Figure 1: Sample Product of Social Studies Snake Ladder Media

The next stage is the assessment of material and media experts as well as the results of teacher and student responses. The material validity test assessment on this snakes and ladders media is a social studies lecturer in Elementary School Teacher Education at Semarang State University. As for the assessment of the product validity test snakes and ladders media is an expert lecturer in the field of media Elementary School Teacher Education, Semarang State University. The results of teacher and student responses were obtained through product trials in small and large groups. The results of the assessment of material experts, media experts as well as the results of teacher and student responses in the form of quantitative data as well as qualitative data. Quantitative data is feasibility analysis data using scores on a Likert scale, while qualitative data is obtained from a questionnaire in the form of criticism and suggestions from validators. The recap of data from the validation results of material experts, media, and teacher and student responses is show in [Table 5](#).

Table 5. Product Validity Test Results

No	Test Subject	Percentage	Category
1.	Material Expert	91.07%	Very Feasible
2.	Media Expert	90.3%	Very Feasible
3.	Small Group Trial	96.02%	Very Feasible
4.	Large Group Trial	92.75%	Very Feasible
5.	Classroom Teacher Test	90.9%	Very Feasible

In addition to the data show in [Table 5](#), qualitative data was obtained from criticism and suggestions from the test results. Suggestions from material expert validators, namely pretest and posttest questions sorted by difficulty level, as well as suggestions from media expert validators, namely the need to add trim to the board to add a sense of beauty, add dice shuffles, card containers, instructions for use sheet containers, and plastic coating on the media so that it is safe and durable. In the small group trial, large group trial, and classroom teacher test, there were positive responses from teachers and students so there were no revisions to the products developed. The effectiveness of the social studies snakes and ladders media in this study was carried out through two stages. These stages are product trials with small groups and product trials with large groups. Small group product trials aimed to test the effectiveness of the product before being used for research in large groups. In the small and large group trials, two tests were given, namely a pretest and a posttest to measure the level of student understanding before and after using snakes and ladders media. From the results of the pretest and posttest in the small and large scale tests, several more tests will be carried out, namely the normality test, homogeneity test, t-test, and n-gain test.

The first test is the normality test which aims to see whether the learning outcomes are normally distributed or not. This is because the normality test can help researchers determine the data analysis technique to be used. The normality test can be used in determining when conducting a t-test, including a t-test with a parametric

formula or a t-test with a non-parametric formula. The normality test was conducted using the SPSS application. The results of the normality test on small group learning outcomes, the pretest value has a sig value of 0.452 while the posttest value has a sig value of 0.528. Normality test on large group product learning outcomes, the pretest value has a sig value of 0.254 while the post-test value has a sig value of 0.167. Based on the data obtained, it can be concluded that the pretest and posttest values of the small and large group product trials are normally distributed. From the test results, it can be concluded that the statistics to be used are parametric statistics. The second test is the homogeneity test which aims to determine whether the pretest and posttest scores have the same variance (homogeneous) or not. In the small group product trial, the sig value was 0.10 and the sig value was 0.708 in the large group product trial. Because both sig values obtained > 0.05 , it is stated that the data comes from a homogeneous variance. After conducting the normality test and homogeneity test, the data in the normality test showed a normal distribution, so the t-test used parametric statistical techniques.

This study uses a t-test calculation in the form of a paired sample test because it has two paired samples. If the sig value. (2-tailed) < 0.05 then there is a significant difference in learning outcomes in pretest and posttest data. But on the contrary, if the sig. (2-tailed) > 0.05 then there is no significant difference in learning outcomes in the pretest and posttest data. The results of the paired sample test on the small group product trial obtained a sig (2-tailed) of 0.001 and on the large group product trial obtained a sig (2-tailed) of 0.000. From the results of the t-test, it can be concluded that there is a difference between student learning outcomes in social studies subjects before and after using snakes and ladders media so that the media can be declared effective for use in social studies subjects on the material of how my Indonesia is shaped to improve student learning outcomes. After carrying out the t-test, the researchers then carried out the N-Gain test to see whether or not there was an average increase in student learning outcomes. The results of the N-Gain test analysis of small group products obtained data that there was an average increase (gain) of pretest and posttest data of 0.6201 with moderate criteria. The results of the N-Gain test analysis of large group products obtained data that the average increase (gain) of pretest and posttest data was 0.7209 and included in the high criteria. From the exposure of the results of the study, it can be concluded that the development of snakes and ladders media developed by researchers on social studies material how the shape of my Indonesia in grade V SD Negeri 3 Sambongwangan declared feasible and effective as a learning medium in improving the learning outcomes of social studies students in grade V SD material how the shape of my Indonesia.

Discussion

Development research conducted by researchers produced snakes and ladders media on social studies subjects grade V material how the shape of my Indonesia. Snakes and ladders media developed on the material of how the shape of Indonesia is different from other snakes and ladders media. This is because there is no similar media developed on the material how the shape of Indonesia in grade V elementary school. In addition, the snakes and ladders media developed by researchers have a design that displays a map image so that it adds to the understanding of the material (Rosarian & Dirgantoro, 2020; Setiani & Handayani, 2022). In addition, the snakes and ladders media developed is shaped like a chessboard to facilitate storage. The snakes and ladders media is equipped with pawns, dice, material cards, question cards, and instructions for use. Snakes and ladders media is very suitable for elementary school students because in using this media students can feel learning while playing. As an effort to make learning activities more interesting, the use of game media can be applied. In addition, game media can also be used to convey a message that can stimulate feelings, attention, arouse enthusiasm, thoughts, and interests, and willingness of the recipient of information (Indra et al., 2020; Yuningsih, 2019). One of the games that many children love is the snakes and ladders game. Students like the use of this media because in playing students also get an understanding of the material being taught. This is by what the researchers developed, namely snakes and ladders media can improve student learning outcomes in social studies subjects on the material of how my Indonesia is shaped (Imawati et al., 2019; Tri Arumsari et al., 2023).

The results of interviews with classroom teachers obtained problems, namely the low student learning outcomes in social studies subjects caused by limited learning media used in social studies learning content so that student learning motivation is low. Previous study explain that learning media has several benefits in the learning process, namely, it can increase student learning motivation, attract student attention so that students are more active in the learning process, and make it easier for students to understand learning material (Alenezi, 2020; Taufiq et al., 2019). From the problems and supported by expert opinions, researchers want to develop learning media. Furthermore, researchers collect data related to the development and manufacture of media using a needs questionnaire whose respondents are teachers and students. From the data obtained from the needs questionnaire, the researcher then designs snakes and ladders media products which include design design, making snakes and ladders design, design instructions for use, design question cards and material cards, making snakes and ladders boards, and making snakes and ladders components in the form of dice and snakes and ladders pawns (I. C. Lestari, 2021; Pujianto et al., 2020).

The media that has been made is then validated by material expert validators, media expert validators, class teachers, and also students. In this validation stage, the media received a very decent assessment and received

a good response but there were still some revisions from expert validators. This is in line with research conducted which shows that the snakes and ladders game media is feasible to use (Yanti et al., 2021). As evidenced by the validation of media experts getting 77.5% results and falling into the feasible category and the validation of material experts reaching 80% and falling into the feasible category as well. After being revised according to the suggestions of material experts and media experts, then the media was tested in a small group trial, namely with 8 grade 6 students of SDN 3 Sambongwangan. This trial aims to test the feasibility and effectiveness of the product before it is used for research on a large scale. In the small group trial that the researchers conducted, the media received a very feasible assessment from students and teachers and the results of the pretest and posttest it can be seen that the snakes and ladders media developed were more effective in teaching and learning activities than the media could be used in large-scale trials. In the large-scale trial, the snakes and ladders media also received a very decent assessment and received good responses from teachers and students.

In addition, the results of pretest and posttest data processing in large-scale trials can show that the development of snakes and ladders media developed by researchers is said to be effectively used as a medium in learning grade V social studies material on how my Indonesia is shaped. This is in line with research conducted whose results are snakes and ladders media developed in learning there is effectiveness in efforts to improve knowledge competence in science subjects grade IV at SD Negeri 2 Bengkulu Kubutambahan District Buleleng Regency (Widiana et al., 2019). This is also reinforced by the results of research which said that the snakes and ladders media developed had met the criteria of being very practical so it was concluded that the snakes and ladders media in grade IV learning was declared valid and practical to use in learning activities (Rahayu et al., 2022). Other study also emphasized that snakes and ladders game media is a media that is very feasible to develop because it can help improve learning outcomes and students' interest in learning (Setiani & Handayani, 2022).

For teachers, it is important to provide media that is easy to use and interesting so that the teaching and learning process can be maximized so that students will better understand the material being taught. To help increase students' enthusiasm for learning, so that understanding of the material presented can increase, the use of media in learning can be optimized (Rosanaya & Fitrayati, 2021; Wati, 2021). Snakes and ladders media can be used as media as well as games so that learning will be fun for students and students will tend to be interested in participating in the learning process. Snakes and ladders media used in learning will create a pleasant learning environment and can foster student interest in learning (Arisantiani et al., 2017; Inayah, 2021). With this snakes and ladders media, it can facilitate students in fun learning, namely, students can feel learning but also play so that it can increase student learning motivation and the objectives of learning can be achieved properly. Students generally like game learning. This also has an impact on students who can be more actively involved in learning activities. Therefore, to encourage student involvement in learning activities so that students can be more active, alternative media can be utilized besides printed books, namely game-based media, especially the form of traditional games, namely snakes and ladders (Dam et al., 2019; Sari, 2017).

The implication of this study is the existence of snakes and ladders media material and how the shape of my Indonesia for grade V elementary school students get very good qualifications. Therefore, snakes and ladders media can be utilized in teaching and learning activities of social studies, especially in the material of how the shape of my Indonesia. In addition, the use of snakes and ladders media in learning can also improve student learning outcomes. The limitation in this study is the lack of research samples so the small-scale trials and large-scale trials cannot be carried out in the same class. Suggestions for further research are to conduct research in institutions that have a sufficient number of samples and populations so that research can be carried out in the same class.

4. CONCLUSION

The media development developed by the researcher is a game-shaped learning snakes and ladders media for the material of how my Indonesia looks like. The snakes and ladders media consists of 7 components, namely the snakes and ladders board, pawns, dice, teacher instruction sheet, student instruction sheet, question cards, and material cards. The characteristics of the snakes and ladders media produced contain map images presented on the snakes and ladders board, and each question card and material card. Based on the explanation of the results of the study, it can be concluded that the development of snakes and ladders media developed by researchers for fifth grade students of SD Negeri 3 Sambongwangan is declared feasible and effective as a learning medium in improving the learning outcomes of social studies of fifth grade elementary school students on the material of how my Indonesia looks like.

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